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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | | **Grade Level: First Grade** | | **Date(s): August 29 – September 2**  **Week 1** | | | |
| **Unit: Fairy Tales and Folktales** | Weekly Overview  During this first week of instruction, students will explore the importance of reading, learn procedures for reading independently and choose a day to shop for just right books throughout the year. | | | | | | I Can Statements /Learning Targets (I can……..)  I can build relationships with new friends. I can use pictures to tell about a story. | | | |
| **Common Core Standards & Essential Standards** | **RL1.1** Ask and answer questions about key details in a text **RI1.1** Ask and answer questions about key details in an informational text **RF1.1** Recognize the distinguishing features of a sentence1.**W.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**W1.5** Focus on a topic respond to questions and suggestions from peers and add details to strengthen writing as needed **SL1.5** Add drawing or other visual displays to descriptions **L1.1a** Print all upper and lowercase letters | | | | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | **Why is it important to ask questions while you are reading?**  **Why is reading important?**  **How do illustrations help describe the story?**  **What do we need to remember when we are writing?**  **Why do we need rules?** | | | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.)This needs to be specific to the text you are using in the classroom | | **Technology Standard** TT1.1 Use a variety of technology tools to gather data and information TT1.3 Use technology tools to present data and information | | | |
| **Vocabulary:**  Academic/Content | author story iIllustrator capitalization punctuation text  who what where when why how  question | | | | | | | | | |
| **Daily Five Activities for the Week** | **Read to Self**  Create anchor chart. Model how to “read pictures” and “read words” using a big book for students to see. | **Read To Someone**  Have prepared I-Chart when ready to introduce this station | | | | **Listen to Reading**  Have prepared I-Chart when ready to introduce this station | | **Word Work**  Have prepared I-Chart when ready to introduce this station | | **Work on Writing**  Have prepared I-Chart when ready to introduce this station |
| **Monday**  **Subject Integration: Social Studies-1.C&G.1.1** Explain why rules are needed in the home, school and community  **Pre Assessments**   * **Capitalization** * **Punctuation** * **Sentence structure** * **Story Retell** | **Whole Group TTW**  **Set rules and procedures** such as how to get their attention, behavior etc.  **Getting to know you activities**  **Read Aloud**/ **Comprehension**  *First Day Jitters-*Have students to guess what the story will be about by looking at the cover. Have students share what made them nervous this morning and write a class generated list. (see resources for more activities)  **Introduce Daily 5** anchor chart for 3 Ways to Read a Book  **Writer’s Workshop**- Use first day of jitters bubble map with students to write or draw how they feel. | | | **Small Group/Partner**  Have groups of students to model different behaviors for the class both positive and negative behaviors | | | | | **Independent Work**  Engaging activity at arrival such as having play dough available for students to make their names, or something that represents them. This can be shared during introductions.    Read independently to build stamina (Daily 5 activity)  Writing-Prints all letters of the alphabet (preassessment) | |
| **Tuesday**  Chrysanthemum web ideas below  <http://www.scholastic.com/browse/collateral.jsp?id=32395>  <http://pencilsglueandtyingshoes.blogspot.com/2011/09/chrysanthemum.html> | **Whole Group**  **Review rules and procedures**  **Getting to know you** **activities**  **Read Aloud**/**Comprehension** *Chrysanthemum* by Kevin Henkes-discuss and ask questions and have the students to discuss their names. Write names on sentence strips-count syllables and the # of vowels. Play a name game with the students after each student has had a turn.  **Daily 5** I-Chart for Read to Self-continue to practice  **Writer’s Workshop**-Model how to look at ideas from Monday and choose one to write about. Write a short story about yourself for the students. | | | **Small Group/Partner**  Build words with letter tiles/focus on continual sounds  Match letters and sounds  Model Daily 5 procedures for Read to Self | | | | | **Independent Work**  Read independently to build stamina for 3 to 5 min. Continuing practicing and modeling throughout the day.  All about Me activity /Jigsaw puzzle piece  Practice writing the letters of the alphabet | |
| **Wednesday**  *Pair with a non-fiction book about the same animal-Show how the books are different. Show the parts of the book.* | **Whole Group**  **Review rules and procedures**  **Getting to know you** **activities**  **Read aloud** –Teacher’s choice  **Comprehension** Read *The Rainbow Fish* - Ask who, what, where, when, why questions  **Daily 5**-Review I-Chart for Read to Self-Where to Sit in the Room | | | **Small Group**  Match letters and pictures  Build words with letter tiles  Discuss/draw the animals that live on a farm or in their neighborhood | | | | | **Independent Work**  All About me activity or Jigsaw puzzle piece  Read independently to build stamina (Increase time 2-3 minutes)  Write simple sentences with proper punctuation and capitalization. Some students may have to copy sentences from the chart or smartboard. | |
| **Thursday** | **Whole Group**  **Review rules and procedures**  **Getting to know you** **activities**  **Read Aloud –**  **Comprehension***Chicka Chicka Boom Boom* or some other story (choral or echo reading)  **Writer’s Workshop** -Model how to write sentences using pictures or from their own drawings.  **Daily 5**- Review where to sit/ review I- Chart | | | **Small Group/Student Engagement**  Review I-Chart  Build words with letter tiles  Create a chicka boom tree with the letters of their own name.  Partner turn and talk about drawing or sentence | | | | | **Independent Work**  Writing-Look at a picture or draw a picture and write sentences or words about the picture  Read independently to build stamina (Daily 5 activity) | |
| **Friday**  Have a variety of different fairy tale books displayed throughout the classroom where students can see them and look at them. This could be a great reading center.  Begin the unit by asking students what they know about fairy tales. Ask students if they know what a fairy tale is. Write down some of their ideas on the board or on a piece of chart paper (see attachment for example). | **Whole Group**  **Review rules and procedures**  **Read Aloud:** Teacher Choice  **Comprehension**-Introduce Fairy Tales-Create an anchor chart of the elements of a fairy tale.  **Writer’s Workshop**  **Daily 5**-Review I Charts for Read to self and Good Fit Books | | | **Small Group/Student Engagement**  Review I-Chart  Build sentences with word tiles  Create and decorate their own ‘kissing hand’ and write a note to go with the hand to explain story in their own words | | | | | **Independent Work**  Read independently to build stamina (Daily 5 activity)  Draw a picture and write a story about it (pre assessment)  D5-Pick Good Fit Books | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |
| **Questions to ask yourself each week for reflection**  **What went well?  What didn't?  Did the activity help them grow as learners? How could you change the lesson to better suit the needs of your class?** | | | | | | | | | | |
| **Materials/Resources:** Create/Decorate individual jigsaw puzzle, Make a 3-page booklet for writing  Chrysanthemum by Kevin Henkes- (<https://www.teachervision.com/skill-builder/lesson-plan/48707.html>)  Little Red Hen by Paul Galdone- extension activities (<http://www.eslprintables.com/reading_worksheets/tales_and_stories/little_red_hen/Little_Red_Hen_Worksheet_25582/>)  Smart Exchange http://exchange.smarttech.com/index.html#tab=0  Icebreaker Activities (<http://www.scholastic.com/teachers/article/classroom-activities-first-day-school-icebreakers-grades-kx965>)  First Day Jitters Tumblebooks <https://www.ebpl.org/kids/tumblebook_library.cfm>  The Kissing Hand (<http://www.busyteacherscafe.com/literature_guides/kissinghand.html>)  Chicka Chicka Boom Boom (<http://www.learnnc.org/lp/pages/3297?ref=search> ) (<http://www.mrsnelsonsclass.com/teacherresources/storylessons/chickachicka.aspx>) | | | | | | | | | | |
| *\*\*Small Group or Independent Activity*  *It is important to pre-teach each activity before it is placed in a student center for independent practice. Activities can be pre-taught in a whole- or small-group setting, depending on students’ needs and the complexity of the activity. Pre-teaching helps ensure students’ success; in order for students to take best advantage of practice opportunities, they need a clear understanding of the task and clear expectations of the center management and organization.* | | | | | | | | | | |